

William Martin Schools and Nursery & St James' Church of England Primary School

PSHE PROGRESSION MAP

EYFS

EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

3 and 4-year-olds will be learning to:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	<ul style="list-style-type: none"> ➤ Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood. ➤ Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.
Develop their sense of responsibility and membership of a community	<ul style="list-style-type: none"> ➤ Give children appropriate tasks to carry out. ➤ Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.
Become more outgoing with unfamiliar people, in the safe context of their setting.	<ul style="list-style-type: none"> ➤ Invite trusted people into the setting to talk about and show the work they do.
Show more confidence in new social situations.	<ul style="list-style-type: none"> ➤ Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship



<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<ul style="list-style-type: none"> ➤ Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children’s fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group. ➤ Further resource and enrich children’s play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests. ➤ Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. ➤ Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.
<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>	<ul style="list-style-type: none"> ➤ Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.
<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<ul style="list-style-type: none"> ➤ Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. ➤ Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.
<p>Understand gradually how others might be feeling.</p>	<ul style="list-style-type: none"> ➤ Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the chicken is feeling, now the fox is creeping up on her?”
<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<ul style="list-style-type: none"> ➤ Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme. ➤ Talk to children about why it’s important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toilet.
<p>Children in reception will be learning to:</p>	
<p>See themselves as a valuable individual.</p>	<ul style="list-style-type: none"> ➤ Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. ➤ Take opportunities in class to highlight a child’s interests, showing you know them and about them.



Build constructive and respectful relationships.	<ul style="list-style-type: none"> ➤ Make sure children are encouraged to listen to each other as well as the staff. ➤ Ensure children’s play regularly involves sharing and cooperating with friends and other peers. ➤ Congratulate children for their kindness to others and express your approval when they help, listen and support each other. ➤ Allow children time in friendship groups as well as other groupings. ➤ Have high expectations for children following instructions, with high levels of support when necessary.
Express their feelings and consider the feelings of others.	<ul style="list-style-type: none"> ➤ Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. ➤ Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. ➤ Undertake specific activities that encourage talk about feelings and their opinions.
Show resilience and perseverance in the face of challenge.	<ul style="list-style-type: none"> ➤ Offer constructive support and recognition of child’s personal achievements. ➤ Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. ➤ Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. ➤ Help children to set own goals and to achieve them.
Identify and moderate their own feelings socially and emotionally.	<ul style="list-style-type: none"> ➤ Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. ➤ Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. ➤ Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
Think about the perspectives of others.	<ul style="list-style-type: none"> ➤ Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. ➤ Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.
Manage their own needs. • Personal hygiene	<ul style="list-style-type: none"> ➤ Model practices that support good hygiene, such as insisting on washing hands before snack time. ➤ Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. ➤ Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. ➤ Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.



Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

- Talk with children about exercise, healthy eating and the importance of sleep.
- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.
- Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.



Key Objectives			
	GROWTH MINDSET	FIRST AID	VALUING DIFFERENCE
Year 1	To understand 'The Power of Yet' and develop a Growth Mindset attitude towards their learning; recognising that mistakes are part of the learning process.	To learn what constitutes as an emergency and How to make a clear and efficient call to the emergency services Children will understand the importance of staying calm in an emergency	To begin to understand the following concepts (through discussion): Equality, Racism, Sexism & Respect – celebrating the differences between themselves and others.
Year 2		To learn basic first aid – including head injuries, bites and stings	
Year 3		To learn basic first aid – including head injuries and asthma	
Year 4	To learn the benefits of mindfulness through daily mindfulness practice.	To learn basic first aid – including head injuries, bleeds and burns	To understand the following concepts: Prejudice, Racism, Sexism, Stereotypes & Being Anti-racist - celebrating the differences between themselves and others.
Year 5		To learn basic first aid – including head injuries and choking Children will learn how to conduct a Primary Survey (including recovery position)	
Year 6			

Key Objectives		
	ANTI-BULLYING – ONLINE RELATIONSHIPS	ANTI-BULLYING
Year 1	To describe how to behave online in ways that do not upset others and can give examples.	All children to know: <ul style="list-style-type: none"> • What bullying is and the many different ways in which bullying can happen. • What they can do if the witness or become aware of someone being bullied. • Who they can speak to if they are being bullied.
Year 2	To explain what bullying is, how people may bully others and how bullying can make someone feel.	
Year 3	To give examples of how bullying behaviour could appear online and how someone can get support.	
Year 4	To describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	
Year 5	To describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	
Year 6	To describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	



Key Objectives	
HEALTHY RELATIONSHIPS – ONLINE	
Year 1	<p>To give examples of when I should ask permission to do something online and explain why this is important.</p> <p>To use the internet with adult support to communicate with people I know.</p> <p>To explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>To explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>To recognise that information can stay online and could be copied.</p> <p>To describe what information I should not put online without asking a trusted adult first.</p>
Year 2	<p>To give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</p> <p>To explain who I should ask before sharing things about myself or others online.</p> <p>To describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>To explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>To explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>To explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>To explain how information put online about someone can last for a long time.</p>
Year 3	<p>To describe ways people who have similar likes and interests can get together online.</p> <p>To explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>To explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important.</p> <p>To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>To explain how someone's feelings can be hurt by what is said or written online.</p> <p>To explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline</p> <p>To give examples of what anyone may/ may not be willing to share about themselves online/explain the need to be careful before sharing anything personal</p>
Year 4	<p>To can describe strategies for safe and fun experiences in a range of online social environments.</p> <p>To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>To describe how to find out information about others by searching online.</p> <p>To explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>To describe how some online services may seek consent to store information about me.</p> <p>To know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p>To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>



Year 5	<p>To can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>To explain that there are some people I communicate with online who may want to do me or my friends harm.</p> <p>To describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.</p> <p>To explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>To recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>To explain what a strong password is and demonstrate how to create one.</p>
Year 6	<p>To explain how sharing something online may have an impact either positively or negatively.</p> <p>To describe how to be kind and show respect for others online including the importance of respecting boundaries.</p> <p>To explain that taking or sharing inappropriate images of someone.</p> <p>To explain the ways in which anyone can develop a positive online reputation.</p> <p>To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p>



Key Objectives		
	DRUG AND ALCOHOL AWARENESS	HEALTHY CHOICES & HYGEINE
Year 1	<ul style="list-style-type: none"> To learn about things that go into our bodies and onto skin and how this can make people feel. To learn about medicines, and the people who help them to stay healthy. 	<ul style="list-style-type: none"> To learn about food and drink that keeps people healthy. To learn about keeping teeth healthy. To know basic washing hygiene.
Year 2	<ul style="list-style-type: none"> To learn about medicines, and the people who help them to stay healthy. To learn about rules for keeping safe around medicines and other household products. 	<ul style="list-style-type: none"> To learn about how being active can keep people healthy. To learn about keeping teeth healthy. To know basic washing hygiene.
Year 3	<ul style="list-style-type: none"> To learn about the safe use of medicines and household products. To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health. 	<ul style="list-style-type: none"> To learn what makes a healthy diet and why this is important. To learn about the importance of dental health routines. To know basic washing hygiene.
Year 4	<ul style="list-style-type: none"> To learn about the safe use of medicines and household products. To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health. 	<ul style="list-style-type: none"> To learn about influences and making healthy choices when deciding what to eat or drink. To learn about the importance of dental health routines. To learn why personal hygiene is important during puberty.
Year 5	<ul style="list-style-type: none"> To learn how the correct use of medicines, and how vaccinations and immunisation, can help maintain health and wellbeing. To learn about some of the risks and effects of legal and illegal drug use. To learn about the reasons why people use drugs; managing situations and peer influence. 	<ul style="list-style-type: none"> To learn about the importance of regular physical activity. To learn about the importance of dental health routines. To learn what happens to the body during puberty and why personal hygiene is so important.
Year 6	<ul style="list-style-type: none"> To learn about some of the risks and effects of legal and illegal drug use. To learn about the reasons why people use drugs; managing situations and peer influence. To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions. 	<ul style="list-style-type: none"> To learn about strategies to maintain a balanced lifestyle. To learn about the importance of dental health routines. To learn what happens to the body during puberty and why personal hygiene is so important.



Key Objectives	
	BRITISH VALUES
Year 1	To learn about the ways in which they are the same as, and different to, others and that there is a great deal they share in common. To celebrate the NHS and what it does for our country.
Year 2	To learn about the ways in which they are the same as, and different to, others and that there is a great deal they share in common. To celebrate the police force and the rule of the law.
Year 3	To learn about belonging to a group or community and the importance of feeling that we belong. To understand the British Value of mutual respect.
Year 4	To learn about belonging to a group or community and the importance of feeling that we belong. To learn about individual liberty and what it means in Britain.
Year 5	To learn about how negative stereotypes can influence behaviours and attitudes towards different groups of people. To learn about how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views, and how to resist and challenge these viewpoints. To understand the British Value of tolerance and what that means in Britain.
Year 6	To learn about how negative stereotypes can influence behaviours and attitudes towards different groups of people. To learn about how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views, and how to resist and challenge these viewpoints. To understand the British Value of democracy and what that means in Britain.



Key Objectives		
HOPES AND DREAMS / RAISING HOPES AND ASPIRATIONS		
Year 1 To know how to set simple goals To know how to achieve a goal To know how to work well with a partner To know that tackling a challenge can stretch their learning To know how to identify obstacles which make achieving their goals difficult and work out how to overcome them To know when a goal has been achieved	Year 2 To know how to choose a realistic goal and think about how to achieve it To know that it is important to persevere To know how to recognise what working together well looks like To know what good group working looks like To know how to share success with other people	Year 6 <ul style="list-style-type: none"> To know their own learning strengths To know how to set realistic and challenging goals To know what the learning steps are they need to take to achieve their goal To know a variety of problems that the world is facing To know how to work with other people to make the world a better place To know some ways in which they could work with others to make the world a better place To know what their classmates like and admire about them <p>=====</p> <p>ALL CHILDREN TO KNOW THAT ANY JOB OR CAREER PATH IS POSSIBLE FOR THEM, IF THEY WORK HARD TO ACHIEVE IT.</p>
Year 3 To know about specific people who have overcome difficult challenges to achieve success To know what dreams and ambitions are important to them To know how they can best overcome learning challenges To know that they are responsible for their own learning To know what their own strengths are as a learner To know what an obstacle is and how they can hinder achievement To know how to take steps to overcome obstacles To know how to evaluate their own learning progress	Year 4 To know what their own hopes and dreams are To know that hopes and dreams don't always come true To know that reflecting on positive and happy experiences can help them to counteract disappointment To know how to make a new plan and set new goals even if they have been disappointed To know how to work out the steps they need to take to achieve a goal To know how to work as part of a successful group To know how to share in the success of a group	
Year 5 To know that they will need money to help them to achieve some of their dreams To know about a range of jobs that are carried out by people I know To know that different jobs pay more money than others To know the types of job they might like to do when they are older To know that young people from different cultures may have different dreams and goals To know that communicating with someone from a different culture means that they can learn from them and vice versa To know ways that they can support young people in their own culture and abroad		



Key Objectives	
FINANCIAL CAPABILITIES	
Year 1	To recognise different coins and notes and know that they have values. To know that I can spend money in different places and on different things.
Year 2	To know that I need to look after my money. To understand the important role that money plays in our lives.
Year 3	To understand key financial terminology
Year 4	To understand the value of money, how to manage and use money in an increasingly digital or cashless society and how to keep money safe To use problem solving skills to work out where the missing money may have gone
Year 5	MAKE £5 GROW VIRGIN MONEY CHALLENGE
Year 6	To understand what enterprise means To understand what an entrepreneur is and that anyone can become one To understand the importance of building and developing individual skills To understand the aims of the enterprise project To understand the importance of teamwork To understand the skills that are necessary within an effective team To understand what they can bring to the team To come up with enterprising business ideas To talk through and share enterprising ideas To understand the importance of creativity in business To understand the importance of market research To understand the importance of costs and managing money in business To understand the importance of developing a brand or identity for a business To understand the role of presentation and packaging To understand marketing



Key Objectives	
HEALTHY RELATIONSHIPS AND SEX EDUCATION	
Year 1	<ul style="list-style-type: none"> To know about the special people in our lives and how we care for one another To identify our own special people To learn what it means to ask for permission To name body parts and know which parts should be private To know the difference between appropriate and inappropriate touch To understand that they have the right to say “no” to unwanted touch start thinking about who they trust and who they can ask for help. To learn that children have rights and nobody has the right to hurt them
Year 2	<ul style="list-style-type: none"> To learn about how we change as we grow To learn about the differences and similarities between people To learn what it means to ask for permission To name body parts and know which parts should be private To know the difference between appropriate and inappropriate touch To understand that they have the right to say “no” to unwanted touch start thinking about who they trust and who they can ask for help. To learn that children have rights and that nobody has the right to touch them inappropriately
Year 3	<ul style="list-style-type: none"> To learn about friendship – why it is important and what makes a good friend To learn how to maintain good friendships To learn about disagreements and conflict amongst ourselves and our peers To learn what it means to ask for, and give, permission To name body parts and know which parts should be private To know the difference between appropriate and inappropriate touch To understand that they have the right to say “no” to unwanted touch start thinking about who they trust and who they can ask for help. To learn that children have rights – including the right to have their emotional and physical needs met
Year 4	<ul style="list-style-type: none"> To recognise the diversity of families and the characteristics of healthy and positive family relationships. To understand that all families experience pressure and face challenges, and that these can impact on thoughts, feelings, behaviour and family relationships. To help develop ways to manage thoughts and feelings in a healthy way, to diminish the impact on mental health and family relationships. To learn about personal boundaries To know the importance of consent To learn how to have safe relationships online and understand that some people may want to exploit children To know what online grooming is



<p>Year 5</p>	<ul style="list-style-type: none"> ● To have an increased awareness of what makes a safe and healthy relationship. ● To identify signs of abuse including grooming / child sexual exploitation (CSE) ● To have an increased awareness of what makes a safe and healthy relationship ● To know that everyone has a right to feel safe at all times ● To know the importance of telling a trusted adult if they have any worries or concerns or don't feel safe. ● To learn that a forced marriage is illegal is illegal in the UK ● To know that children have rights and that child sexual exploitation is illegal
<p>Year 6</p>	<ul style="list-style-type: none"> ● To develop their understanding and recognition of healthy and unhealthy relationships ● To develop ways to manage and maintain healthy relationships, including online ● To understand where and how to seek help with managing their relationships ● To communicate their views on the qualities of healthy relationships ● To develop strategies to manage difficult relationship situations and resolve conflicts, including managing online contact ● To learn what gender harassment is / looks like and how it makes people feel ● To identify the warning signs of Child Sexual Exploitation (CSE) ● To identify their trusted adults ● To know about what constitutes as a positive healthy relationship ● To understand that relationships can change over time ● To know about adult relationships and the human life cycle ● To learn about human reproduction ● To learn what FGM is and how to seek help ● To know that children have rights and that FGM is illegal

